

Maintaining Target Language and Developing Interpersonal Communication



Laura Terrill
ACTFL Consultant

Ann Arbor Public Schools
Michigan World Language Association, 2016

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



Laura Terrill

2

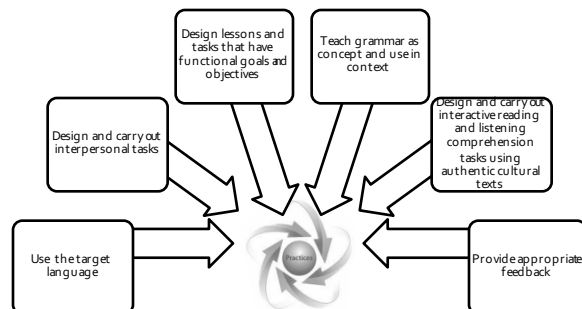


lterrillannarbor.wikispaces.com

Laura Terrill

4

ACTFL Core Practices



Laura Terrill

5



Use the target language as the vehicle and content of instruction.

Laura Terrill

6

ACTFL Position Statement:
Use of the Target Language in the Classroom

"Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency....."

Laura Terrell

7

ACTFL Position Statement:
Use of the Target Language in the Classroom

"ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom."

Laura Terrell

8

Learning a language is like learning.....



Laura Terrell

9

In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

Laura Terrell

10

1. Provide comprehensible input that is directed toward communicative goals



We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

Laura Terrell

11

General Features of Useful Input

Input must be:	
Comprehensible	Learners must understand most of what the speaker is saying for language learning to occur.
Meaning Bearing	Useful input must contain a message the learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

Laura Terrell

12

Comprehensible? Meaning bearing?

Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

Intercultural Development Research Association
Desegregation Assistance Center-South Central Collaborative
Teaching Content: ESL Strategies for Classroom Teachers

Laura Terrell

Comprehensible? Meaning bearing?



Les Fleuves et les Montagnes de France

Les montagnes les plus importantes de France sont les Alpes. Le sommet le plus haut de France se trouve dans les Alpes et s'appelle le Mont Blanc. Les Alpes séparent la France de l'Italie et la Suisse.

Un peu au nord des Alpes il y a deux chaînes de montagnes qui s'appellent le Jura et les Vosges. Au centre de la France se trouve le Massif Central. Les Pyrénées sont une chaîne de montagnes très pittoresques qui séparent la France de l'Espagne.

Les fleuves principaux de la France sont: la Loire, la Seine, le Rhin, le Rhône et la Garonne.

Laura Terrell

2. make meaning clear through body language, gestures, and visual support

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> Visuals Graphics Realia Pictures Graphic Organizers 	<ul style="list-style-type: none"> Exaggerated pronunciation Slower than normal speech Purposeful pauses Intonation Enunciation Slowed speech for emphasis Key word emphasis 	<ul style="list-style-type: none"> Gestures Facial expressions Pantomime Demonstration Routine Context clues

ACTFL Webinar – Spring 2012: Tara Fortune

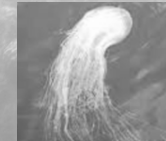
Laura Terrell

Quel est le problème?

J'ai faim.



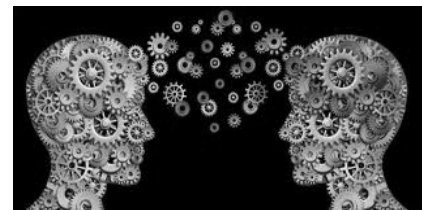
Regarde, beaucoup de méduses délicieuses!



Laura Terrell



Laura Terrell



What did you understand and what made that aspect comprehensible?

What "story" might you create for a current topic?

Laura Terrell

Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message.

Smith and Donato, Startalk 2012

Laura Terrell

19

Create a CONTEXT for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

Laura Terrell

20

Meaning bearing – a message that students want and need to understand

Authentic Text



written by native speakers for native speakers

- provides visual support
- is culturally rich
- provides models of correct language

Laura Terrell

21

Ouiiii! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

Laura Terrell

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

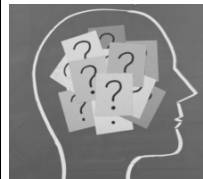


Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

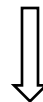
Laura Terrell

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

3. conduct comprehension checks to ensure understanding



Limited Language Responses



Extended Language Responses

CHECKING FOR COMPREHENSION



Thumbs up /Thumbs down



Make sentence true



Hold ups



Do as I say (TPR)



Act Out

CHECKING FOR COMPREHENSION
Oral Production Strategies

Linguistic Complexity	Example
Yes/No	Do sea turtles eat jelly fish? Plastic bags?
Either/Or	Do sea turtles swim in the ocean or the river?
Fill in the blank	Sea turtles like to _____.
Who? / What? / When?	What do sea turtles eat? Who eats jelly fish?
Why? / How?	Why are plastic bags dangerous?
What now? What is going to happen?	What is going to happen if more plastic bags get in the ocean?



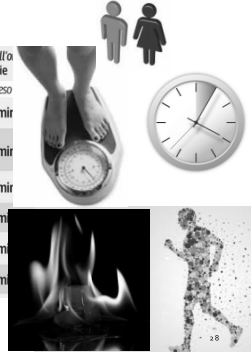
Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
• Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
• Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
• Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
• Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
• Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
• Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

Laura Terilli

27

Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
• Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
• Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
• Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
• Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
• Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
• Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti



Laura Terilli

28

Practice in target language; assess in English

Comment dit-on.....

How do you say.....



Cherchez les mots qui indiquent.....

Find the words that indicate:

- une quantité de coca (an amount of coke)
- pastouilles les profiteroles (not all the profiteroles)
- une sauce blanche (a white sauce)
- Quelque chose de jaune qui va souvent avec un hamburger (something yellow that often goes with a hamburger)
- La nourriture qui exige plus de deux heures de marche pour éliminer les calories (the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?
What is the main idea?

- La différence entre les hommes et les femmes (difference between men and women)
- Une comparaison entre les calories et l'activité (A comparison between calories and activity)
- La nourriture qui est de mauvaise santé (food that is unhealthy)

Laura Terilli

29

Creating Classroom Climate



What structures are in place to make sure my students understand the "rules of the game"?

Laura Terilli

30

Creating Classroom Climate



NAME: _____



THIS COUPON IS REDEEMABLE FOR THE RIGHT TO CHARGE YOUR CELL PHONE IN THE OUTLET OF YOUR CHOICE.

- Rewarding risk taking – individual and class incentives
- Making use of target language a “game” – May I speak English?
- Language pledge – Concordia challenge



Laura Terrell

31

When is it justifiable to use English?



- Some interpretive comprehension tasks to check for overall comprehension of text
- Complicated task instructions when modeling will not work
- Brief discussions of grammar, as in the “C” phase of PACE, particularly at lower levels
- Instructions on assessments
- Emergency situations

Eileen Glisan, ACTFL 2016 Webinar

Laura Terrell

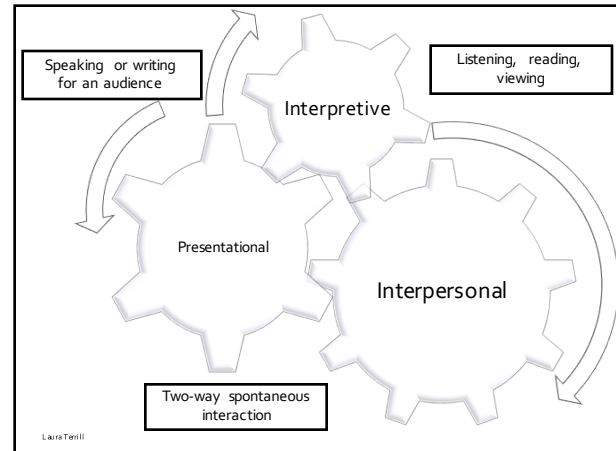
32

NAEP Foreign Language Framework



Laura Terrell

33



Laura Terrell

What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

Laura Terrell

Personal and Public Identities: Do you see what I see? What determines a person's identity? Who is the "real" me?

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



Laura Terrell

34

Getting the most out of an authentic text



- How can you best use this text/activity to develop the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill

37

Personal and Public Identities: Do you see what I see?
What determines a person's identity? Who is the "real" me?



Laura Terrill

<http://actualidad.rt.com/sociedad/vi-ew/118840-self-e-p-elig-ros0-4el-ef-ono-4-ot-o-vi-deo-4-toros>

38

Before Reading: Prediction



- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

Laura Terrill

39

During reading



- Students read the actual article and compare to their versions.
- They work with **ACTIVE** strategies as they read.
- They add useful vocabulary to personal vocabulary.

ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

40

Extend to other modes



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

Laura Terrill

41

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Knowing how, when and why to say what to whom



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

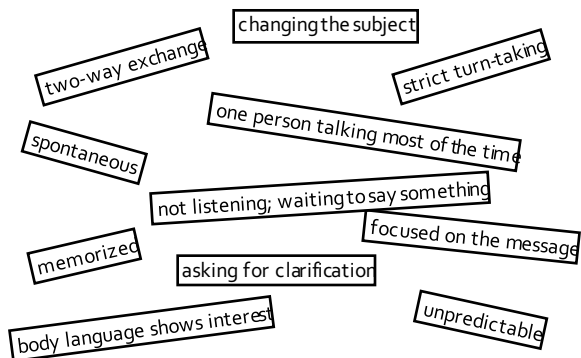
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Laura Terrill

42

Interpersonal Communication is.....



Laura Terrell

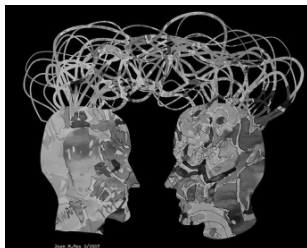
43

Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrell

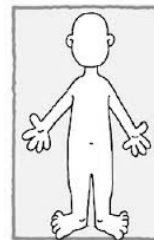
44



What is your definition of meaningful communication?

Laura Terrell

Have a conversation using the following words.



head nose
foot ears
hand mouth
stomach knee
eyes hair

Laura Terrell

4. negotiate meaning with students and encourage negotiation among students

Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

Laura Terrell

47

Role Play or Skit?



Partner A – Great idea to write lesson plans and give up part of a weekend....



Partner B – Are you nuts? It's the weekend..

Laura Terrell

48

Global Citizenship

Portfolio Project

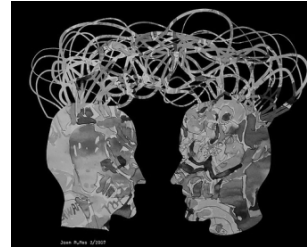
You are an exchange student from _____ and have the unique opportunity to spend a year in _____. As an ambassador for your country and city, you will be sharing lots of information with other students in your new area.

This will be a project that continues throughout the year and you will be adding new information with each unit of study. This project will count as a summative presentational grade each quarter and will be assessed using the presentational rubric. You will share information about your city and country with others by organizing this information in a digital format. Options include powerpoint, prezzi, shutterfly and other digital formats that might be of interest to you.

All cities and/or countries will be assigned first come, first served. Beginning the day after the project is discussed, you may submit your request giving your reasons for wanting to be an exchange student from a particular city. If more than one student requests the same destination, the student with the better reasons will have that destination.

Laura Terrell

49



Laura Terrell

What is your definition of meaningful communication?

5. elicit talk that increases in fluency, accuracy, and complexity over time

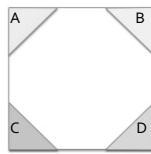
Working with Random Partners



Inner/Outer Circle



Rotating Rows



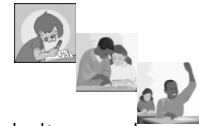
Four Corners

Laura Terrell

9

Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *pdleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



Laura Terrell

9

Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



Laura Terrell

9

Teach Circumlocution

What's different?



Laura Terrell



9

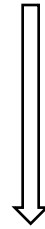
Ask questions



Laura Terrell

55

Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

Laura Terrell

56

"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrell

57

"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrell

58

"Force" Elaboration *What did you do over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrell

59

High Structure Conversations

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but _____.

What happened?

- Have you heard what happened to _____?
- Was it _____?
- Not only that, but _____.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)
60

Laura Terrell

High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

Looking Bad

- What happened to you, Bill? You look _____.
- Well, Melissa, I _____ and _____.
- Really, did you _____?
- Yes, and it _____.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible

themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Use third person observer.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

...and then he escaped through the window!
 ...no thanks, it has too many calories!
 ...two months in Europe? Incredible!
 ...oh, come on, it wasn't that bad."
 ...stop right there!
 ...that makes me sick!
 ...you are so right!
 ...why don't you look where you are going?

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Teach the Language of Discussion / Debate

- | | |
|--|--|
| • I think the author wrote it to teach us about... | • I want to expand on your point about.... |
| • One theme might be..... | • In my life.... |
| • I think it means that.... | • I think it can teach us... |
| • In other words..... | • If I were..., I would have... |
| • For example.... | • We can say that.... |
| • In the text, it said that.... | • The main theme/point of the text seems to be.... |
| • One case showed that..... | |
| • I would add that..... | |
| • Then again, I think that.... | |

How to Start Academic Conversations
 Jeff Zwiers and Marie Crawford
 Educational Leadership/April 2009

Laura Terrell

Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that must be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.

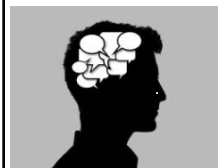
• ??????

Laura Terrell

65

Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrell

66

6. encourage self-expression and spontaneous use of language

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? **I don't know.** I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. **What about** La Baule?
- **Maybe,** are there museums and good restaurants?
- **Of course.**
- OK, what about 3 days in La Baule and 3 in Angers.
- **Great idea.** Let's go.

Laura Terill

67

Vocabulary: Imagine the conversation.....

Describe a city

Comment est la ville?	What is the (city) like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is / There isn't....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

Laura Terill

68

In Search of the Coquí EQ: Why do we explore?



Laura Terill



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playa" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

69

Student Can-do Statements

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you want/don't want to do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Laura Terill

Thematic Unit: In Search of the Coquí - lauraterill.wikipaces.com

70

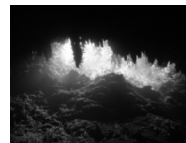
Teacher Observation Can-Do Statements

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

Laura Terill

71

Discuss your vacation plans with your partner.

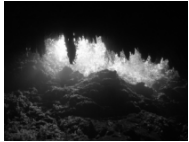


Laura Terill

72

Do you want to?

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



explore a cave



zipline



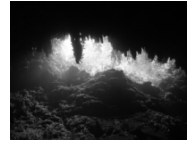
play in the waterfall

Laura Terill

73

Do you want to?

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

Laura Terill

74

Do you want to?

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



Laura Terill



snorkel



hike in the rainforest



swim at the beach



Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



Laura Terill



75

Do you want to.....? I want/don't want...

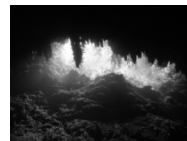


- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terill

77

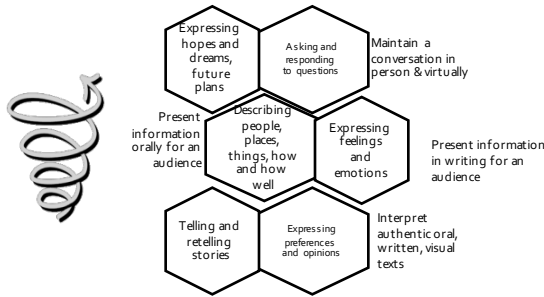
Discuss your vacation plans with your partner.



Laura Terill

78

Key Functions and Related Tasks



Laura Terrell

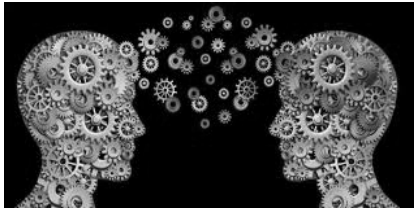
79

Spiral of Key Functions

FUNCTION	NOVICE	INTERMEDIATE	ADVANCED
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives
			Give detailed descriptions using a variety of precise adjectives and adverbs
			Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS			
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret	Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

Laura Terrell

80



What functional goal are you working on this week?
What conversation do you "hear" in your head?
How will you provide the structured input?

Laura Terrell

81

Discuss - Is it breakfast or lunch?



Brainstorming words related to activities/making plans



Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

84

Your opinions of this house....



Brainstorming

Procedure:

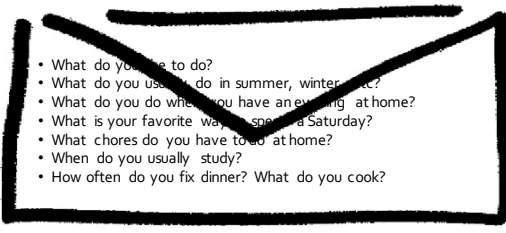
- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

Laura Terrell

85

Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- 
- What do you like to do?
 - What do you usually do in summer, winter, etc?
 - What do you do when you have an evening at home?
 - What is your favorite way to spend a Saturday?
 - What chores do you have to do at home?
 - When do you usually study?
 - How often do you fix dinner? What do you cook?

Laura

Maintain the Conversation

Save time and use images from the unit.



Laura Terrell

87

Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



Laura Terrell

88

Structured Debate

Where would you rather live and why?
What might cause you to change your mind and why?



Laura Terrell

Humacao

89

8. offer feedback to assist and improve students' ability to interact orally in the target language



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

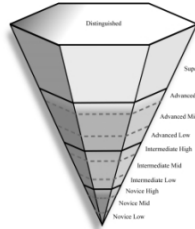
<http://www.flic.kr.com/photos/dli/au/did/4954719152/sizes/m/>
Markus Kojo nen - website: <http://blackswan.carbonmade.com>

Laura Terrell

90

Performance and Proficiency

Proficiency



Performance



ACTFL

Assessment of Foreign Language Proficiency

Laura Terrell

Performance



- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Laura Terrell

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Laura Terrell

NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on familiar topics using sentences and series of sentences. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Laura Terrell

Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 9	Approaching Expectations 8	Struggling 7
How well am I understood?	fully understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; and/or participate in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses.	hesitations occur but are not distracting; complete thoughts.	hesitations occur and are awkward; few or no complete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can actively use the new vocabulary from the unit?	successfully use many new words and phrases; vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I show?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no reference to the target culture; may use cultural gestures or expressions.	respond only from personal point of view or perspective.

Laura Terrell

Scored Discussions

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Laura Terrell

96

Proficiency



Laura Terrell

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

Proficiency-based Rubric

Interpersonal Mode—Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Laura Terrell

Taken from: ©2013 Implementing Integrated Performance Assessment

Text Type

Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



Laura Terrell

EQ: What makes a city special?

Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in France. Come to agreement on 3 cities that you want to visit, giving reasons for your choices. You may have to compromise.

Laura Terrell

In Search of the Coquí

EQ: Why do we explore?



Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.



- comment on what you plan to do/see in the rainforest
- comment on the weather/environment in relation to your plans
- accept and refuse suggestions for other places saying what you want to do there
- mention a few foods/beverages you want to have

Laura Terrell

30.1

Food and Hunger

EQ: How do we eat well? What is hunger?

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrell

30.2

